

EDUCATION AND TRAINING UNIT MANAGER ROLE

Role Summary

The Education and Training Unit manager Role consists of one grade level (16). Incumbent develops, implements, and presents training. Responsibilities include modifying and updating pre-established courses; researching and developing new training courses; and developing or modifying lesson plans, trainer's manuals, student guides, and course presentation manuals. Work ranges from assisting with training presentations to developing and implementing a strategic education program targeted to the needs identified by the administration. Assist management and employees with the implementation of training materials. Primary contacts are with the division administrator, external customers, managers, training representatives, and department employees.

Working Conditions

Periodic travel is required. Frequent stressful situations involving deadlines and pressures from diverse sources.

Education and Experience

- Grade 16: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in education and five years of experience including primary responsibility for the original development of classes with presentation materials and two years of supervisory responsibility. Other combinations of education and experience will be evaluated on an individual basis.

Department Core Competencies

In addition to the role specific competencies, there are four, department core competencies that all employees are expected to successfully achieve. These are:

- *Interpersonal Skills:* Builds constructive and effective relationships with internal and external customers and is committed to meeting customer needs in a timely and accurate manner. Listens actively and attentively and demonstrates an appreciation of other perspectives. Builds the appropriate rapport required to do business. Openly demonstrates an understanding of and respect for the value of co-workers' contributions to the department mission.
- *Decision-Making and Accountability:* Considers the department's vision, mission, and values in making decisions and taking actions. Identifies and considers possible alternatives before making decisions. Bases decisions on achieving desired outcomes pursuant to the departmental business plan or management direction. Uses a combination of analysis, experience, and sound judgment that results in fairness and consistency, while being accountable for actions. When serious ethical issues are at stake, takes all necessary actions.
- *Commitment to Continuous Improvement:* Ability and willingness to continually seek greater efficiency in agency programs, is results driven, and meets changing requirements in work or direction. Adapts to changing conditions and work responsibilities. Accepts constructive criticism and suggestions and uses them to improve performance.

- *Personal and Work Ethics:* Creates own measures of excellence, and practices what he/she promotes. Sets goals that provide challenges and measures goal attainment regularly. Displays a contagious optimism about the work to be done. Goes beyond traditional ways to address issues despite obstacles or resistance. Is able to generate ideas, fresh perspectives, and original approaches and engages in open-minded thinking. Employs strategies to promote ideas and proposals to increase probability of acceptance. Mentors others to improve the performance necessary to achieve success. Reflects a belief that the results achieved are a direct result of his/her personal decisions and actions.

Grade Levels

The grade level lists the essential duties that describe work performed 50 percent or more of the time (predominant work). Established work plans identify day-to-day tasks.

Grade 16

Predominant/Essential Duties

- Define work responsibilities and priorities for subordinate staff.
- Supervise, coordinate, monitor, and review assigned duties of subordinate staff to ensure work plan goals are met and tasks are completed accurately and timely.
- Make and enforce decisions dealing with hiring, discipline, individual performance, and leave or flextime.
- Assure that training is identified and properly assigned as needed and conduct or assign on-the-job training for staff.
- Advise management on educational resource needs.
- Advise department employees on the implementation of training materials.
- Assist in the development, evaluation, and maintenance of the department educational plan.
- Oversee professional organization certification.
- Develop and implement internal training certification program for department trainers.
- Participate in strategic statewide training initiatives.
- Develop, implement, and maintain a strategic education program targeted to the needs of the department.
- Responsible for administering contracted training services.
- Assist management with individualized employee training issues.
- Assist management and human resources with investigation into individual employee or team/unit concerns and provide input for solutions.
- Provide input to management on legislative issues affecting education and training.
- Implement legislative impact affecting education and training.
- Monitor education and training budget.

Competencies and Degrees of Proficiency

The Competency/Proficiency Chart identifies the role specific competencies, degrees of proficiency, and guidance required for each grade level. Role specific competencies describe the knowledge, skills, and abilities required to perform the essential duties. The degrees of proficiency indicate the difficulty and/or complexity level of the tasks and assignments.

Competency/Proficiency Chart - Education and Training Unit manager Role

Competencies	Grade 16 Independently
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	D
Demonstrated presentation skills.	C
Demonstrated knowledge of the organization's mission, vision, goals, and organizational structure.	D
Demonstrated ability to perform a needs assessment and develop a comprehensive individual education plan.	C
Demonstrated skills and abilities to develop a curriculum.	C
Demonstrated ability to think creatively and recommend innovative solutions.	C
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion.	C
Demonstrated knowledge and skill of word processing, spreadsheet, database, and software applications/programs relative to the role.	C
Demonstrated ability to timely and consistently communicate role-related rules, policies, and procedures.	C
Demonstrated knowledge of concepts and practices of personnel management and supervision.	C
Demonstrated ability to timely and consistently communicate role-related rules, policies, and procedures.	C
Demonstrated knowledge of department business processes and ability to apply that knowledge effectively.	C
Demonstrated ability to understand the value, objectives, and political structure of the organization.	C
Demonstrated ability to maintain strict confidentiality regarding sensitive information	C

Degree of Proficiency

A: A degree of knowledge, skill, or ability commensurate with elementary-level tasks and assignments.

B: A degree of knowledge, skill, or ability commensurate with intermediate-level tasks and assignments.

C: A degree of knowledge, skill, or ability commensurate with advanced-level tasks and assignments.

D: An advanced degree of knowledge, skill, or ability commensurate with considerable experience and the application of the competency to non-standard tasks and assignments.

E: The most advanced degree of knowledge, skill, or ability, evidencing complete mastery and understanding of the subject.